

Manor Farm Day Nursery

Inspection report for early years provision

Unique reference number 116768
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Inspector Natasha Crellin

Setting address Manor Farm Middle School, Rose Avenue, Hazlemere, High Wycombe, Buckinghamshire, HP15 7PH

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Manor Farm Day Nursery has been registered since 1991. The nursery operates from a single storey building within the grounds of Manor Farm Middle School in Hazlemere. The nursery serves families from the local surrounding areas. Children attend a variety of sessions. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure outdoor area. A maximum of 30 children under eight years of age may attend the nursery at any one time. There are currently 62 children from three months to under five years on roll. Several children receive nursery grant funding. A total of 11 staff work directly with the children. Of these, nine hold early years qualifications. The setting also employs a cook.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management team and staff are committed to ensuring that all children participate in play-based learning in a safe and inclusive environment. Parents have great confidence in the staff and the setting. Warm and caring relationships ensure children are well cared for and their needs are met. An exciting outdoor area and well resourced indoor area inspires children's learning and behaviour is excellent. Accurate self-evaluation is developing and there is good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the self evaluation process involves all staff and provides an accurate reflection of strengths and weaknesses of the setting, including judgements where appropriate
- ensure staff have identified achievement gaps for individual children and have set next steps which offer suitable challenge

The effectiveness of leadership and management of the early years provision

The management team have developed self evaluation strategies which ensure the setting continues to move forward and recent improvements, such as to the planning systems, have had a beneficial impact on the children's learning and development. Whilst monitoring is appropriate, the analysis of strengths and weaknesses is not balanced and areas for improvement and development are not clearly understood by the whole staff team. Safeguarding procedures are robust and are a high priority within the setting. Potential and current staff undergo rigorous checks in regards to their suitability to work with children. The environment is safe and supportive of the children's needs.

Relationships with parents and carers are strength of the setting. Parents feel their children are very well cared for. They report that the setting is especially good at developing children's speaking, listening and social skills. One parent commented on the excellent progress her child has made with eating since she started at the nursery and felt the staff had developed close relationships with her child. Parents and carers are kept well informed through notice boards, informal daily conversations and the daily books which explain in detail the younger children's day.

The setting have made clear links to community groups and enjoy visits from the local Police and Fire Brigade, as well as inviting a 'petting zoo' to visit the children. Links with the local pre-school are well developed, but links with the local schools are in their infancy.

The setting promotes equality and diversity through appropriate policies but has not yet identified all potential achievement gaps for specific groups of children, to enable staff to plan appropriate and challenging next steps in their learning. There is less monitoring and evaluation of vulnerable groups. Planning for the oldest children demonstrates clear links to children's interests. The 'thinking and talking book' shows excellent progress in learning with clear evaluations at the end of the theme indicating what the children have achieved. Parents have enjoyed looking at this book with their children, and following their learning journey.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development. Children enjoy there time here, demonstrate high levels of motivation for learning and make good use of the resources, which they can freely choose from indoors and out. The outdoor area is particularly well resourced with a variety of natural items. Well placed items such as 'bug lids' allow children to interact with, and explore nature. Mini beasts can be photographed and explored in detail using hand lenses. All weather suits ensure children are outside in a variety of weather conditions, which allows them to experience the real world on a daily basis.

Children behave in a calm and focused manner throughout the day and staff model respectful language. Children are reminded of the 'kind hands' system through posters on the wall and, where appropriate, given gentle reminders from the staff. Children respond to this in a positive way, developing confidence and independence as they play and work well alongside their peers. Healthy eating is reinforced through a nutritious menu supplied by the staff in the efficient and spotless kitchen on site. Children enjoy a variety of fresh fruit with water at snack time and a freshly prepared hot meal at lunch and tea.

Children are secure and have developed a sense of belonging to the setting. In the baby room children are well settled and demonstrate close bonds to their key workers. This trend continues throughout the setting and in the toddler room children clearly understand the routine, putting themselves to bed at nap time. Good quality interactions and well organised routines ensure the youngest children

feel loved, welcome and safe. Procedures for preparing baby milk, and the equipment used to do so, are immaculate and reflect the staff's care for all details of the children's welfare.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met